DOCUMENT RESUME

ED 259 668 HE 018 549

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TITLE The Need for a Special Services Project at Bowie State College.
PUB DATE [85]
NOTE 25p.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Academic Advising; Academic Aptitude; Accessibility (for Disabled); Ancillary School Services; *Black Colleges; Black Students; *College Students; *Developmental Studies Programs; Grade Point Average; Higher Education; *High Risk Students; *Low Income Groups; *Minority Groups; Remedial Instruction; Skill Development; State Colleges; Student Adjustment; Student Attrition; Study Skills; Tutoring
IDENTIFIERS *Bowie State College MD; Special Services for Disadvantaged Students

ABSTRACT

Information is presented to demonstrate that Bowie State College could benefit from support to the Special Services for Disadvantaged Students Project (Special Services). In spring 1983, 73.7 percent of the 1,619 undergraduates were black. The mean Scholastic Aptitude Test (SAT) verbal score for 1982 incoming female freshmen was 287, compared to 306 for male freshmen. Mean SAT mathematics scores for females and males were 312 and 351, respectively. A total of 55.8 percent of all freshmen indicated a 2.5 or below grade point average during high school. Sixty percent of the 1982-1983 undergraduates received financial aid, and approximately 75 percent of freshmen were first-generation college students. Special Services participants need content area tutoring, academic assistance in reading and writing, study skills training, and advising concerning registration and campus life. The college also has programs for the handicapped, including early registration, sign language interpretation, notetaking, counseling, and equipment loans. However, funds from the state specifically designated for the handicapped are needed. Information is included on: attrition rates for Special Services students, freshmen students, and all students; income levels of counties from which the college draws students; and proposed new academic programs. (SW)

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The Need For A Special Services Project At Bowie State College

by

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

First generation college students have special needs generated by poverty, the lack of adequate role models, a poor repertoire of problem solving strategies and inadequate social personal skills. The problems of this population of students and the special services and program interventions which were tried, tested and of assistance have been well documented.

Thomas A. Haynes[1] conducted research on the effects of a program of counseling and tutoring on the academic achievement of black college freshmen. He found that prolonged and consistent counseling and tutoring impacted on course completion positively. That is, the more contacts students had with counselors and tutors, the more likely they were to complete the courses they were enrolled in. Successful course completion is directly related to student retention. The counseling and tutoring are necessary auxiliary services for black college freshmen. Haynes' finding is consistent with the findings of Romano and Young.[2] Their study indicates that students persist more in the proportion of credits they completed while receiving counseling and study skills than a control group who did not receive counseling and study skills. According to Romano and Young, interventions which are directive and structured produce the greatest effect on the grade point averages of students who don't achieve. Turner offers another explanation for the success of special services

[1]Haynes, Thomas A., "Effects of a Program of Counseling and tutoring on Academic Achievement of Black College Freshmen", Dissertation Abstract International, Vol. 35, p. 7646.

[2]Romano, J.L. and Young, H., "Required group counseling/study skills for academic improvement: How effective are they?" Journal of College Student Personnel, Vol. 17, pp. 512-516, April 1974.

programs. C.S. Turner and others[1] indicate that a developmental program of study skills, reading, counseling and tutoring had a positive effect on the student's grade point average because the student had more direction and a better understanding of the school material. According to Turner, a side effect of the program was the positive feelings within the students involved in the program. Kirkland and Hollandsworth[2] relate academic performance to test anxiety and study skills. They found that academic excellence is achieved by scholastic ability which translates into effectively using a complex but teachable set of acquired skills. Academic performance can be improved by remediation and the teaching of study skills. They also found that test anxiety and study skills were related to grade point averages and ACT scores for the sampled population. These results show the importance of teaching test-taking skills to relieve test anxiety and improve test scores. These findings have direct implications for programs which are designed to improve academic performance. The authors suggest that the very format of the study skills and reading curricula currently used, starting with test-taking skills first and then advancing to more complex skills, affects academic performance.

A study by Miles and McDavis[3] address the specific counseling needs of first generation college students. According to the authors, the black student population exemplifies perceptual differences between services that students need and what they actually receive because many black students who are first generation college students don't recognize their needs. They frequently ar-

[1]C.S. Turner and Others, "The Effects of a Developmental Program on University Grades". Journal of College Student Personnel, Vol. 17, pp. 531-537, April 1974.

[2]K. Kirkland and J.G. Hollingworth, Journal of College Student Personnel, Vol. 20, pp. 431-436, Summer 1979.

[3]G.B. Miles and R.J. McDavis, "The Effects of Four Orientation Approaches on Disadvantaged Black Freshmen Students' Attitudes Toward The Counseling Center". Journal of College Student Personnel, Vol. 23, Summer 1982, pp. 413-418.

rive on campus with no clearly defined expectations of college life. Their lack of knowledge about the availability of counseling and other services is the most significant factor which contributes to black students' perceptual inaccuracies. Most middle class students have had continuing relationships with helping professionals. Lower class students have not. The roles of the helper and helpee have not been clearly differentiated for many black students. Indeed, black students are less likely to perceive the counseling center as a resource for help. The authors concluded that small group orientation by peers is an effective method of orienting the student to college services. Secondly, the results show that this approach increased black students' awareness of utilizing the center's services for academic problems. Thirdly, the authors suggest that if new students are shown directly to the Counseling/Skills Center and given a brief overview of various functions of the center, they will have knowledge of how to utilize the center. Lastly, black students listen to the advice of peers. Peer counseling can be perceived as a tool to inform new students of services that are available to them. Miles and McDavis' study clearly sends the message that early identification and intervention are critical for first generation college students.

W.M.K. Wijetunga[1] speaks to the need for non-formal education to address income differences to effect status change. His article has direct implications for first generation college students. He specifically cites the need for unemployable youth as literate young adults who lack basic skills and training. The author proposes that programs be designed to enhance the participants' skills and provide the necessary training needed to perform tasks in the society.

[1]W.M.K. Wijetunga, "What can non-formal education do about income generation?" Convergence, 12 Nos. 1-2, pp. 120-121, 1979.

Educators should feel responsible for providing the training and skills needed to gain employment. In addition to the totally unemployable is that population of people who work but live near, at or below the poverty line. This group needs training for self improvement to move ahead in their losing battle with the economy. Remedies must be sought so that new generations can break the poverty cycle. The authors' conclusions are consistent with the underlying purpose of establishing Special Services for Disadvantaged Students projects and other TRIO programs The research speaks to the specific needs of "Special Services for Disadvantaged Students Project type" students. The reality of the demographic data speaks to the overwhelming numbers of such students on the Bowie State College campus.

In the Spring 1983 semester, a total of 1,619 undergraduate students registered for classes. Of this number, 928 (57.3%) were females and 691 (42.6%) were males. There were 516 (31.8%) black males and 679 (41.9%) black females. There were 4 (.2%) Indian males and 3 (.1%) Indian females. There were 9 (.5%) Asian males and 9 (.5%) Asian females. There were 40 (2.4%) foreign males and 24 (1.4%) foreign females. The race of 11 (.6%) males and 10 (.6%) females was unknown. In other words, 73.7% of the total undergraduate population during the Spring 1983 semester was black.

During the Fall 1982 semester, a total of 1,734 undergraduate students registered. Of this number, 749 (43.1%) were males and 985 (56.2%) were females. There were 559 (32.2%) black males and 702 (40.4%) black females. There were 1 (.0%) male Indian and 5 (.2%) female Indians. There were 9 (.5%) Asian males and 5 (.2%) Asian females. There were 3 (.1%) Hispanic males and 5 (.2%) Hispanic females. There were 115 (6.6%) white males and 227 (13%) white females. There were 54 (3.1%) foreign born males and 31 (1.7%) foreign females. The race of 8 (.4%) males and 10 (.5%) females was unknown.

The total number of black undergraduate students was 1,261 or 72,6% of the total.

Table A depicts the demographic data for the school from the fall of 1978 through the spring of 1983.

The data on standarized test scores and grade point averages for admitted freshmen who matriculated for the 1982-1983 school year indicate a need for academic supportive services. The scores for the fall 1982 semester are as follows: the mean verbal Scholastic Aptitude Test (S.A.T.) score for females admitted to Bowie State College was 287 compared to a verbal mean score of 306 for admitted males. The mathematics mean for males on the S.A.T. was 351 compared to a mean score of 312 for females. The verbal mean S.A.T. score was 297 for all admitted students. The grade point averages ranged from 3.5 - 4.0 for 1.25%, 3.0 - 2.5 for 41.07%, 1.5 - 2.0 for 14.11% and 1.0 - 1.5 for .63% of all admitted students. Of the admitted students, a total of 55.81% attained a 2.5 or below grade point average during the high school years. Indeed, the percentage may be higher. The charts indicate 16.3% in a category called "other" for which there is no explanation. The low grade point averages coupled with low Scholastic Aptitude Test scores speak to the need for widespread tutoring and counseling.

The fall 1981 scores are very similar to the fall 1982 scores. That is, the mean score for the verbal section of the S.A.T. for all admitted freshmen was 292 compared to a math score of 323 for the same students. In terms of grade point averages, 58.57% of all admitted freshmen had grade point averages of 2.5 or below. Again, the last grade point statistic may be higher due to a category "other", in which 15.71% was accounted for. In other words, calculating in the additional 15.71% would indicate that nearly 3/4 of the freshmen admitted to Bowie State College had high school grade point averages of 2.5 or

TABLE A

ENROLLMENT DATA BY RACE: FALL 1978 - SPRING 1983

SEMESTER	BLACK		INDIAN		ASIAN		HISPANIC		WHITE		FOREIGN		UNKNOWN		TOTALS	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
FALL 1978																
HEADCOUNT	639	696	2	3	2	2	3	4	181	232	71	25	8	9	906	971
% of Total	34.0	37.0	.1	.1	.1	.1	.1	.2	9.6	12.3	3.7	1.3	.4	.4	48.2	51.7
FALL 1979																
HEADCOUNT	664	781	1	9	3	6	5	4	171	266	89	21	16	13	949	1,100
% of Total	32.4	38.1	.0	.4	.1	.2	.2	.2	8.3	12.9	4.3	1.0	.7	.6	46.3	53.6
FALL 1980																
HEADCOUNT	634	802	2	2	7	6	6	2	159	282	66	25	17	16	891	1,135
% of Total	31.2	39.5	.1	.1	.3	.3	.3	.1	7.8	13.9	3.2	1.2	.8	.7	43.9	56
FALL 1981																
HEADCOUNT	592	795	2	2	4	11	2	1	117	214	56	34	17	11	790	1,068
% of Total	31.8	42.7	.1	.1	.2	.5	.1	.0	6.3	11.5	3.0	1.8	.9	.5	42.5	57.4
SPRING 1982																
HEADCOUNT	545	723	5	3	12	8	5	3	136	196	35	21	16	11	754	965
% of Total	31.7	42.0	.2	.1	.7	.4	.2	.1	7.9	11.4	2	1.2	.9	.6	43.8	56.1
FALL 1982																
HEADCOUNT	559	702	1	5	9	5	3	5	115	227	54	31	8	10	749	985
% of Total	32.2	40.4	.0	.2	.5	.2	.5	.2	6.6	13	3.1	1.7	.4	.5	43.1	56.8
SPRING 1983																
HEADCOUNT	516	679	4	3	9	9	1	5	110	198	40	24	11	10	691	928
% of Total	31.8	41.9	.2	.1	.5	.5	.0	.3	6.7	12.2	2.4	1.4	.6	.6	42.6	57.3

lower.

The S.A.T. ranges are presented in Table B for fall 1982, fall 1981, fall 1979 and fall 1977. Other year groups are not available. The data for fall 1982 show that 11.91% of admitted freshmen who matriculated scored 400 or higher on the verbal section of the Scholastic Aptitude Test (S.A.T.). 88.09% scored below 400 on the verbal section of the Scholastic Aptitude Test. 14.09% of the admitted group scored 400 or higher on the math section of the Scholastic Aptitude Test (S.A.T.). 85.91% scored below 400 on the mathematics section of the Scholastic Aptitude Test (S.A.T.). These percentages speak to the need for academic/tutorial assistance for most admitted freshmen. The mean verbal score of 297 and the mean mathematics score of 331 are scores for admitted students. Data from the Annual Report of the Bowie State College Institutional Research Office indicate that 75% of the admitted freshmen are first generation college students.

Bowie State College had an enrollment of 1,619 undergraduate students for the 1982-1983 school year. Of this number 60% were on some form of financial aid. The tuition cost of $1,401 per year for a Maryland resident commuter is, by today's standards, low. Yet, for the typical student, the basic fee is exorbitant. Low income students are preoccupied with survival. The safety and security needs described by Maslow[1] which are barely met shadow these students throughout their campus experiences. Even low income students with 100% financial aid are concerned with the need for money. The extra curricular activities, sports competitions, dating experiences and fraternal/social organizations which require expensive equipment, special clothing and transportation alter the low income student's self image and affect participation in

[1]Maslow, Abraham, Toward and Psychology of Being, Van Nostrand, Princeton, New Jersey, 1964.

TABLE B

S.A.T. Ranges of Admitted Freshmen Who Matriculated

FALL 1982

	VERBAL			MATH		
Range	Male	Female	Percent	Male	Female	Percent
700-800	0	0	0	0	0	0
600-699	1	0	.31	3	0	.94
550-599	0	0	0	4	0	1.25
500-549	2	1	.94	4	0	1.25
450-499	6	2	2.51	5	5	3.13
400-449	16	10	8.15	16	8	7.52
300-399	44	36	25.08	6	61	39.81
200-299	65	88	47.96	39	63	31.97
Other	27	21	15.05	24	21	14.11
Totals	161	158	100%	161	158	100%

FALL 1979

	VERBAL			MATH		
Range	Male	Female	Percent	Male	Female	Percent
700-800	0	1	.26	0	0	0
600-699	0	0	0	3	1	1.03
550-599	2	0	.52	0	1	.26
500-549	1	1	.52	2	1	.77
450-499	4	6	2.06	6	2	2.06
400-449	10	8	4.64	17	6	5.93
300-399	57	58	29.64	76	92	43.30
200-299	97	114	54.38	65	85	38.66
Other	18	13	7.99	18	13	7.99
Totals	187	201	100%	187	201	100%

FALL 1981

	VERBAL			MATH		
Range	Male	Female	Percent	Male	Female	Percent
700-800	0	0	0	0	0	0
600-699	0	0	0	1	0	.29
550-599	1		.29	1	2	.86
500-549	1	3	1.14	2	4	1.71
450-499	4	4	2.29	3	4	2.00
400-449	7	8	4.29	15	7	6.29
300-399	40	56	27.43	68	80	42.29
200-299	86	96	52.00	48	70	33.71
Other	23	21	12.57	24	21	12.86
Totals	162	188	100%	162	188	100%

FALL 1977

	VERBAL			MATH		
Range	Male	Female	Percent	Male	Female	Percent
700-800	0	0	0	0	0	0
600-699	1	2	1.08	0	0	0
550-599	2	0	.72	1	0	.36
500-549	1	1	.72	3	1	1.43
450-499	5	6	3.94	6	6	4.30
400-449	7	11	6.45	11	6	6.09
300-399	33	28	21.86	51	46	34.77
200-299	78	66	51.61	55	55	39.43
Other	24	14	13.62	24	14	13.62
Totals	151	128	100%	151	128	100%

campus activities outside of the classroom. Low income students, indeed, are programmed for failure. The campus registration process, drop/add process, course withdrawal process, school record maintenance, and advisement and counseling processes are new experiences for most of these students. Counseling and advisement are critical if they are to experience success.

The academic problems encountered by first generation college students include, but are not limited to:

a.) poor study habits;
b.) inadequate study environment;
c.) faulty time management skills;
d.) poor test taking strategies;
e.) inadequate reading skills;
f.) inadequate writing skills;
g.) little or no knowledge of research skills;
h.) poor math, science and English language background skills.

The Special Services for Disadvantaged Students population needs the project staff to teach participants study skills and reading techniques. Participants need tutoring in the content areas to address deficiencies in academic areas. They need counseling services which support the "Can Do" attitude.

In Children In Crisis, Robert Coles cites the cyclical nature of poverty. Each new generation is condemned to repeat the failures of the previous generation. First generation to college students like their parents, are plagued by the fear of failure. They, like their parents, avoid the possibility of failure by avoiding the very process for success. These students must receive ongoing and persistent counseling and advisement from staff at the college to ease their adjustment, provide them with a frame of reference and initiate the first sweet habit-producing taste of success. The Special Services staff attempts to break the cycle of poverty by providing students with the prerequisite skills to earn a degree and a livelihood.

There were 15 identified handicapped students enrolled at Bowie State College for the 1982-83 school year. The students had one or more of the following disorders:

a. impairment of mobility;
b. impairment of motion control; and
c. learning disability

The services provided for this population included early registration, sign language interpretation, note-taking, counseling, advisement and equipment loans.

Bowie State College has a Coordinator of Programs for the Handicapped who is also the Section 504 of the Rehabilitation Act of 1973 Coordinator for the college. This Coordinator conducted a total of 74 counseling sessions (5 sessions per student) throughout the year. In addition, seven disabled students received Charlotte W. Newcombe Scholarships for the physically disabled which covered 80% of tuition costs and provided monies for readers, interpreters and transportation. The Coordinator arranged a workshop for Bowie State College faculty on Physical Handicaps which was conducted by Dale Brown of the President's Commission for Coordination of Services to the Handicapped in April 1983. Bowie State College is committed to offering its services and assistance to the disabled. However, the Coordinator for the college is limited by not having a budget specifically earmarked for services for the handicapped from state services. The Coordinator of Programs for the Handicapped is a counselor in the Counseling Center who spends most of the time working with International Students and the 250 college students assigned to her. The Coordinator secured the Charlotte W. Newcombe Scholarships during the summer of 1983. Although the coordinator is a tireless worker, her resources are limited or non-existent. During the Fall 1983 semester, one Special Services Project participant was blind; another was deaf. The project provided tutors

who worked as readers for the blind and a tutor trained in sign language to work with the deaf student. Both students received services they would have gone without, had it not been for the project.

The past success of the project is documented in Table C which compares the attrition data for freshmen with the attrition data for the school year for each year of funding. Of those students dismissed from the college, 93% were freshmen in the Spring 1983 semester, 50% were freshmen in the Fall 1982 semester and 54.9% were freshmen in the Spring 1982 semester. The number of freshmen dismissed for the Fall 1981 semester represented 45.5% of all students dismissed. In the Fall 1980 semester, 63.6% of those dismissed were freshmen. Bowie State College has a Special Services for Disadvantaged Students project. The participants' grade point average was 2.9 for the Spring 1983 semester and 2.7 for the Fall 1982 semester. In terms of all other undergraduate students at the college, Special Services for Disadvantaged Students project participants scored slightly higher both semesters (the mean for the Spring 1983 semester was 2.86 and the mean for the Fall 1982 semester was 2.65 for all other students except freshmen and Special Services for Disadvantaged Students participants).

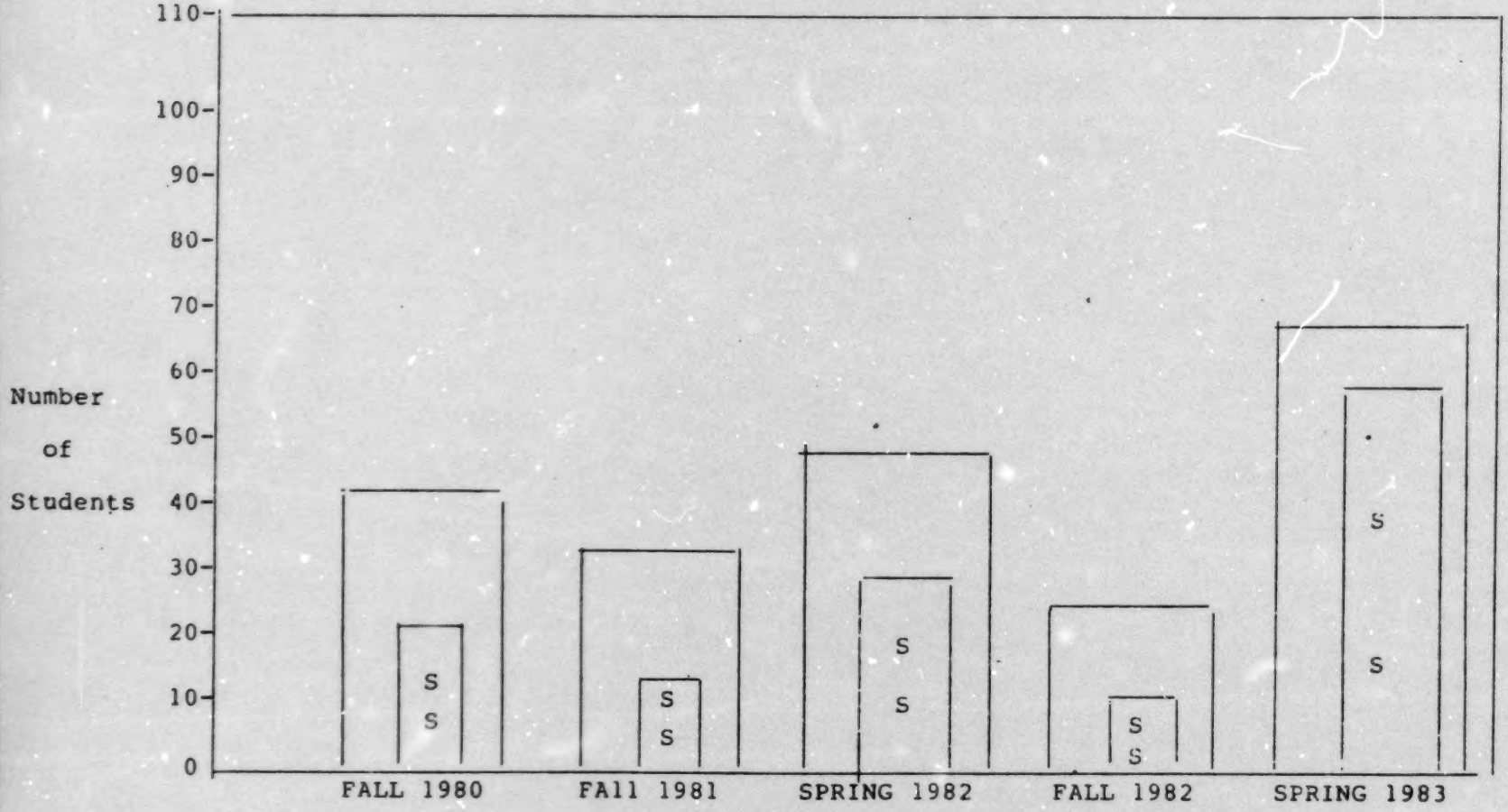
In terms of graduate and professional school enrollment, according to the Career Planning and Placement Office Annual Report, there were thirty-four grauates of Bowie State College who entered a graduate or professional school for each of the last three years. Eighty-five percent of these students were at one time, project participants.

Table D compares the number of Special Services students dismissed from the college with both the number of total students dismissed and the number of freshmen students dismissed. Freshmen had the highest dismissal rate. This is consistent with most colleges and universities. Other students (sophomores, juniors and seniors) also had a higher attrition rate due to dismissal

TABLE C

Attrition Data (Academic Dismissal) For Freshmen Compared

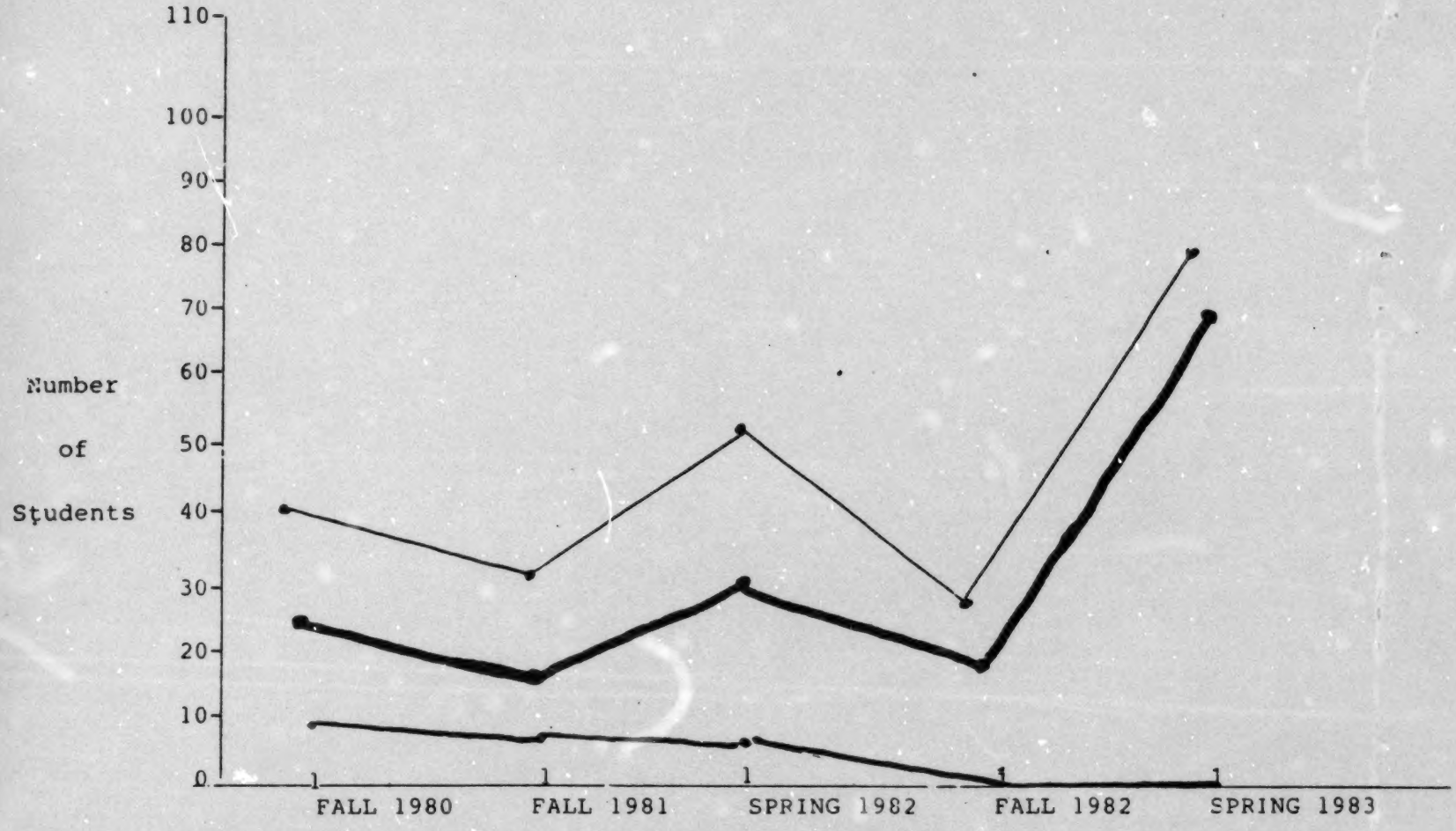
To Attrition Data For Bowie State College



* SS = Special Services Students

TABLE D

Attrition Data For All Students, Freshmen And Special Services Project Participants



* BLACK = ALL STUDENTS
RED = FRESHMEN
BLUE = SSDS PARTICIPANTS

than Special Services students. Clearly, the Special Services project impacted on the participants' retention rate at Bowie State College.

In terms of the geographical area in which Bowie State College is located and from which it draws many of its students, the per capita income is $8,616.[1] The per capita income of neighboring Anne Arundel County is $8,402. Prince Georges County has a population of 666, 071 of whom 59,737 (9%) live below the poverty level. Anne Arundel County has a population of 370, 775 with 31,042 (8%) living below the poverty level.

The specific cities within Prince Georges and Anne Arundel Counties are charted as follows for population, per capita income and number of persons whose income is below the poverty level.

CITIES IN PRINCE GEORGES
AND
ANNE ARUNDEL COUNTIES: BY POPULATION,
PER CAPITA INCOME, AND POVERTY STATUS

Place	Population	Per Capita Income	Persons Below Poverty Level
Annapolis	31,740	$ 8,581	5,759
Bowie	33,695	9,612	771
Capital Heights	3,271	5,979	632
District Heights	6,799	8,416	573
Fairmont Heights	1,616	5,290	306
Largo	5,557	10,945	116
Laurel	12,103	9,099	1,302
Oxon Hill	36,267	18,500	1,620
Severna Park	21,253	10,944	527
Suitland	32,164	8,313	2,605

[1]U.S. Bureau of Census, 1980 Census of Population and Housing: Maryland, p.22.

Prince Georges and Anne Arundel Counties have a high incidence of unemployment and a large number of residents receiving welfare assistance. According to the Prince Georges County Department of Social Welfare, 6,176 people received Aid to Families with Dependent Children (AFDC) in fiscal year 1981. In fiscal year 1982, 7,717 people received Aid to Families with Dependent Children (AFDC). In 1981, 894 individuals received general public assistance (GPA) compared to 934 in 1982.[1] In Anne Arundel County, 4,081 individuals received Aid to Families with Dependent Children (AFDC) in fiscal 1981 compared to 3,855 recipients in fiscal 1982. [2]Anne Arundel County had 815 and 792 recipients of General Public Assistance (GPA) in fiscal years 1981 and 1982, respectively.

A large number of Bowie State College freshmen come from high schools in Prince Georges and Anne Arundel Counties with a high incidence of low-income enrollees. Table E presents data on the high schools in Prince Georges and Anne Arundel Counties that most Bowie freshmen from those counties come from. Table E indicates an overwhelming student to counselor ratio. The numbers of students assigned to each counselor speak clearly to the need for more counseling services for students at the high school level. The implication for colleges is that most students coming from high schools are not used to having support services readily available to them. As a result, they tend to rely on themselves and peers rather than trained counselors. These students typically are not aware of their options in order to make realistic choices for college majors. The need for counseling is clear.

Bowie State College needs the Special Services for Disadvantaged Students project on its campus. The historical and present role of the project makes its funding a necessity for the first generation, financially needy and handicapped students it serves.

[1]Prince Georges County Department of Social Services, Annual Report.

[2]Anne Arundel County Department of Social Services, Annual Report.

TABLE E: DATA ON HIGH SCHOOLS, ACADEMIC YEAR 1981-82

High Schools	Total Enrollment	No. of low-income Students	Number of Graduates	Drop-out Rate	Counselor Student Ratio
Annapolis	2,033	192	499	7.18	407:1
Bowie	2,955	168	774	4.25	406:1
Central	921	139	302	3.59	376:1
Crossland	2,092	175	503	1.16	350:1
Duval	1,825	265	400	3.86	390:1
Fairmont Heights	1,118	250	292	4.92	375:1
Largo	1,824	164	53]	3.68	362:1
Laurel	1,648	105	435	6.92	349:1
Oxon Hill	1,749	144	420	5.17	360:1
Potomac	1,545	166	408	5.24	345:1
Severna Park	2,016	18	694	3.96	403:1
South River	1,459	73	3]4	7.60	365:1
Southern	1,157	104	22]	5.35	386:1
Suitland	2,073	150	453	2.35	398:1
TOTAL	22,545	2,113	6,246	62.23	

[1]50% of graduates enroll in postsecondary education

[2]Prince George's and Anne Arundel Counties Schools' Administration, Annual Reports.

On January 6, 1983, in A Special Report, the Board of Trustees of the State Universities and Colleges of Maryland announced plans for Bowie State College in New Directions for the 80's. The report which was prepared by the Academy for Educational Development of Washington, D.C. made specific recommendations for program and curricular changes and development based on geographical marketing surveys. Among the Academy's recommendations to the Board which have since been adopted by the Board are the following new programs and proposed implementation dates.[1]

Degrees and Program	Proposed Implementation Date
Bachelor of Technology in 10 Concentrations	Fall 1983
Bachelor of Science in Computer Science	Spring 1984
Master of Science in Computer Technology	Fall 1984
Master of Arts in Human Resource Development	Spring 1984
Master of Science in Nursing	Fall 1985
Master of Science in Management Information Systems	Spring 1985

The Bachelor of Science in Computer Science was implemented in Fall, 1983. The announcement of this new program prior to registration led to the identification of Computer Science by a large number of first-time freshmen. Many other students indicating majors in the Business Administration areas and in other disciplines have also enrolled in computer science and related math courses. National needs in the computer science and math area are well-documented and the promise of jobs in these areas make them especially attractive to disadvant-

[1]Bowie State College: New Directions for the 80's, A Special Report by the Board of Trustees of the State Universities and Colleges of Maryland, January 6, 1983, pp. 19-20.

aged students. National data on the underrepresentation of minorities in mathematics, science, and engineering fields is also well-documented. The Math SAT score ranges of our entering freshmen are indicated in this narrative. Consideration of all these factors will lead to the inevitable conclusion that strong, additional tutorial support in math and computer science areas will be vital to the academic success of Special Services for Disadvantaged Students project participants.